

# Copy Editing – MM3314 Course Syllabus

**Instructor:** Ellada Gamreklidze, Ph.D.

**Office:** LIB 306H

**Class meeting times and location:** T/R 2 – 3:15 p.m. in LIB326

**Office hours:** Mondays and Wednesdays 8 a.m. to 10 a.m. and/or by appointment. If you want to schedule an appointment beyond office hours, please, email me at least a day in advance.

**E-mail:** [ellada.gamreklidze@angelo.edu](mailto:ellada.gamreklidze@angelo.edu)

**Required text:** AP Stylebook 2020-2022 (55th edition).

You can order it online

at [https://www.apstylebook.com/?ref=google&gclid=EAIaIQobChMIyc2Q\\_J3N1QIVhGh-Ch3ExA5MEAAAYASAAEgIQgvD\\_BwE](https://www.apstylebook.com/?ref=google&gclid=EAIaIQobChMIyc2Q_J3N1QIVhGh-Ch3ExA5MEAAAYASAAEgIQgvD_BwE)

You can purchase either print or digital version. Which one you choose makes no difference for the purposes of this course. The important thing is that you get the latest (currently, it is the 55th) edition and that you always have access to it when you are in class or working on the course assignments.

Additional reading materials will be provided by the instructor.

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**A.B.:** It was in that 1957 book that you used your well-known sentence: “Colorless green ideas sleep furiously” — a demonstration of how a sentence can be grammatically correct but semantically not make sense, thereby pointing to structure and syntax as something primordial and independent from meaning. A poet may object to the idea that such a sentence is meaningless (and could perhaps describe it as demonstrating what linguist and literary theorist Roman Jakobson called the “poetic function” of language), and a number of people have set about “injecting” the sentence, so to speak, with meaning. Why do you think that is?

**N.C.:** It’s because of a failure to comprehend the point of this and other examples like it. The point was to refute commonly held beliefs about grammatical status: that it was determined by statistical approximation to a corpus of material, by formal frames, by meaningfulness in some structurally-independent sense, etc. The sentence you cite, call it (1), is plainly grammatical but violates all of the standard criteria. That’s why it was invented as an example. (1) differs from the structurally similar sentence (2) “revolutionary new ideas appear infrequently” (which, unlike (1), has an immediate literal meaning) and from (3) “furiously sleep ideas green colorless,” the original read backwards, which can hardly even be pronounced with normal prosody. The special status of (1) of course arises from the fact that although it violates all of the then-standard criteria for grammaticality, it is of the same grammatical form as (2), with an instantly interpreted literal meaning and in no respect deviant. For that reason, it’s not hard to construct non-literal interpretations for (1) (it is possible, but much more difficult for (3), lacking the structural similarity to fully grammatical expressions like (2)).

All of this is discussed in “Syntactic Structures,” and much more fully in LSLT (which included some work of mine jointly with Pete Elias developing an account of categorization with an information-theoretic flavor that worked quite well with small samples and the hand-calculation

that was the only option in the early '50s, when we were doing this work as grad students at Harvard).

Failing to grasp the point, quite a few people have offered metaphoric (“poetic”) interpretations of (1), exactly along the lines suggested by the discussion in “Syntactic Structures.” Less so for (3), though even that is possible, with effort. It’s typically possible to concoct some kind of interpretation for just about any word sequence. The relevant question, for the study of language, is how the rules yield literal interpretations (as for (2)) — and secondarily, how other cognitive processes, relying in part on language structure (as in the case of (1), (3)), can provide a wealth of other interpretations.”

(Excerpt from the interview with Noam Chomsky “On Language and Humanity: In Conversation With Noam Chomsky” <https://thereader.mitpress.mit.edu/noam-chomsky-interview/>).

“Writing is hard, even for authors who do it all the time. Less frequent practitioners – the job applicant; the business executive with an annual report to get out; the high school senior with a Faulkner assignment; the graduate-school student with her thesis proposal; the writer of a letter of condolence – often get stuck in an awkward passage or find a muddle on their screens, and then blame themselves. What should be easy and flowing looks tangled and feeble or overblown – not what was meant at all. What’s wrong with me, each one thinks. Why can’t I get this right?” (Angell, 2000).

“Copyediting is the process of checking for mistakes, inconsistencies, and repetition. During this process, your manuscript is polished for publication.

Contrary to popular belief, the copyeditor is not a glorified spell checker.

The copyeditor is your partner in publication. He or she makes sure that your manuscript tells the best story possible. The copyeditor focuses on both the small details and the big picture. He or she must be meticulous and highly technical, while still aware of the overarching themes at work within your manuscript.”

(<https://nybookeditors.com/2016/05/whats-the-difference-between-copyediting-and-proofreading/>).

Yes, a good copyeditor is all that. To become a good copyeditor, you need to be proficient in all the above areas; and you will be at the end of this semester. You will be able to take a poorly written text ridden with errors and turn it into a fine piece of writing. This skill is useful not only in a newsroom or a PR agency. It will serve you well no matter where you will work. Clear communication is essential in any industry, and you will get credit for being able to do what your colleagues might not be able to and being able to help where others might not be able to.

**With this in mind, the course objectives are:**

To develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course;

To develop skills in expressing oneself orally or in writing;

To gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).

## **Now, how are we going to accomplish this?**

### **Course Structure**

This is a writing-intensive course, duh... It will also involve some reading, class discussions, a lot of in-class practice and take-home assignments.

Your active participation in class discussions is highly encouraged. While there will be a lot of guidance and teaching from me, the skills and knowledge we are seeking to develop should not only come from lectures and practice. They should also come from exchange of opinions and constructive discussion.

### **Responsibilities**

We all have responsibilities and have to be active contributors and proactive inquirers. All this is especially important under the current circumstances. This is a learning curve for all of us, but we will succeed. My responsibility is to supply you with all the necessary knowledge, information and pedagogical support. Yours, on the other hand, is to attend the class regularly, listen carefully, participate actively, study diligently and complete your work according to instructions and on time. I will not make content accommodations for this course, so you need to be open-minded and respectful to diverse viewpoints and your peers.

### **Some more expectations**

Because you are preparing to be professionals, you are also expected to demonstrate professional conduct. For example, professionals must timely, clearly and cordially communicate with others (the instructor, the classmates and other relevant individuals), complete assignments by the deadline, meet their obligations and effectively manage their time.

Your work does not end in class. I expect you to have read the assigned (if any) material prior to the respective class session and complete your take-home assignments and practice. As a rule, for each hour you are in class, you should plan to spend at least two hours on preparing for the next class and completing assignments.

I expect and encourage you to ask questions and let me know right away if you are having problems, do not understand something, are overwhelmed or just want to talk. I am always there to talk/listen/help. My goal is your success. See me after class, during the office hours or make an appointment. We will discuss your issue and think of a solution. I check and answer my emails from the time I wake up until the time I go to bed (with the exception of the times when I eat, drive, am in a meeting or in a store).

Email me. If I know the answer, I will email back right away. If I don't know the answer, I will email as soon as I do know it. Do not wait until it is too late to do something about anything (examples include but are not limited to waiting a day or several days to email me after you missed an assignment deadline or had technical issues either uploading or having access to an assignment; not getting back to me after I email you that we need to meet to discuss your

current situation and find a solution; waiting until all the deadlines pass to meet with me; and other similar situations).

Keeping up with ALL the deadlines (including the ones for assignment makeup opportunities) is YOUR responsibility. The syllabus informs you about everything and provides instructions on when and how; your job will be to follow, accordingly. I will NOT be reminding you about the deadlines and the opportunities. This is why it is ESSENTIAL that you read the syllabus and all other instructions closely and carefully and check Blackboard regularly (several times a day). Having said that, I am ALWAYS open and available to answer any questions about both the opportunities and the instructions and find solutions (if possible) to your situation.

**Attendance:**

As established by the university, this is a face-to-face class. It is in your best interest to attend each session. Attending the class, if you are not paying attention, engaging in discussions and completing assignments, however, is not going to earn you much knowledge.

Your attendance is graded. By default, at the beginning of the summer session, each of you has four extra credit points for attendance on top of your overall grade. Every time you are absent without excuse, you will lose one of these extra credit points. After you run out of extra points (four unexcused absences), every unexcused absence will result in a five-point deduction from your grade for this course.

If you are more than 10 minutes late to class or leave without warning before it is over, it will count as an unexcused absence. If you think you will be late for more than 10 minutes or have to leave early, you need to talk to me in advance. Depending on the reason, I will or will not excuse you.

If you are sick (see the relevant policy), or there is another excused reason listed in the University policy <https://www.angelo.edu/student-handbook/community-policies/class-absences.php>, you will not lose any points, but you are responsible for TIMELY informing me of your absence (based on the above policy), completing the assignments (if any are due at that time), catching up on the missed material, making up practice, and bringing yourself up to date with the class progress.

Having said that, I am here to help and guide you in this process. Catching up or keeping up can be overwhelming. You don't need to go through this alone. Let me know, ask for help, email me if you are in a tough spot. I am here for you. Please, also check the following webpage for the circumstance-specific university policies: <https://www.angelo.edu/covid-19/> Please remember, I do not allow any makeup work unless you had an excused absence. For the deadline extensions connected with the excused absences, please, see/email me either prior to the date when (and if) you know you will be absent or immediately after you are back. There will be no extensions granted if you haven't requested one within seven days from the first day you are back.

The above policy is in place to help us all stay on track and successfully complete this course. We, however, are all facing challenging times, and the unfortunate reality is that individual circumstances can change in a day. I am here to see that your specific situation is

accommodated as best as possible and you do not fall behind. If at any point during the semester you are unable to attend the class or will find yourself in a position where you cannot be “present” or complete other course requirements for some time, please, do let me know ASAP. I will do everything possible to help you and find a solution to your situation that will allow you to come out of it with best possible result.

## **Course Requirements**

### *Assigned Readings*

Although writing-intensive, this course does involve some reading. I will assign what to read as we go. You must complete the assigned reading before the day it is listed on the course schedule; therefore, ALWAYS check Blackboard.

### *Assignments*

You will have eight assignments to complete. Each assignment is worth 125 points. I will provide detailed instructions and rubrics for the assignments as scheduled, so do check Blackboard regularly. Unless otherwise specified, all assignments are due via Blackboard by midnight of the day indicated in the syllabus.

Why are we doing this?

To develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course;

To develop skills in expressing oneself orally or in writing;

To gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).

I will distribute the instructions for each assignment on Blackboard. Unless something changes, in which case I will inform you either in class or over the email, the days when the assignments are posted on Blackboard as well as the deadlines for each assignment are included in the syllabus.

Also, unless I notify you otherwise, ALL completed assignments need to be uploaded on Blackboard. I will NOT accept assignments over the email. If you experienced technical difficulties and thus failed to upload your assignment, you need to let me know right when it happened. You also need to call the eLearning Center as soon as you can after the problem occurred and ask for the proof of your upload attempt. Send it to me, and I will accept your assignment for full credit.

My general advice is to try to upload a file (even if your assignment is not yet complete) before the eLearning closes on the day when your assignment is due. You will have unlimited upload attempts until the deadline, so your new file will just override the one already uploaded. If you have problems during your trial upload, you will be able to call eLearning and get help before the deadline hits and it is too late to do anything about it.

## **AP Style:**

When writing, you must follow AP style. I will distribute an AP style study sheet that will guide

you through the most common problem areas. It is your job to make sure you do not make AP style errors. You should make a habit of referring to the AP Stylebook even beyond the areas included in the study sheet. *Every AP style error in your assignments (after the AP style part of the course is over) will result in a two-point deduction.*

There may be other knowledge-based deductions in your assignments as we go and learn. I will introduce those in the assignment rubrics.

### **Opportunities:**

Throughout the semester, you will have an opportunity to “revise and resubmit” one assignment of your choice. You will have a week from the day you let me know you want to revise an assignment. The letting me know should take place via email and receive a clear “go ahead” from me in response. I will stop accepting requests for “revise and resubmit” at noon on May 1, 2022.

You will have some extra credit opportunities as well. There may be a few or one that will come as we go. One is discussed in one of the following sections.

There is no midterm and no final.

### **Some Important Policies (you do want to read them!):**

#### **Factual and spelling errors**

You are expected to get your facts straight and spell the names correctly. Each factual error in your assignments will lower your grade for any given assignment by 20%. You will have one excused misspelling of a proper name (by excused, I mean it will only take your grade for a given assignment down 20%). After that, you will receive a zero if you spell any proper name incorrectly.

#### **Cell phone and laptop use policy**

Cell phones and laptops are not allowed at any time for any reason during class (with the exception of work during the in-class practice and if I say you need to use them). If necessary for an emergency, please slip out of the classroom to make or take a call. If you consistently violate this policy (I will be documenting), there will be no warnings, just a five-point reduction from your overall grade for this course at the end of the semester.

#### **Tweeting, videotaping, audio recording, and more**

Not allowed during class are the following: tweeting, blogging, vlogging, Snapchatting, Facebooking, Instagramming, video or audio recording, and/or anything remotely similar or dissimilar. Exceptions apply when any of the above is part of the coursework, and you receive instructions from me to do it. Violators, please, see the policy and the penalty above.

#### **Class content**

No recording (audio or video) of class content and distribution of those recordings or class notes is allowed without my permission. This is intellectual property.

#### **Questions and/or concerns about a grade**

I will be happy to answer questions about how you are doing in this course. That said, if you have any questions or concerns about a specific grade, contact me in person no earlier than 24

hours and no later than one week after receiving a grade and feedback. You must bring the assignment, due date, date it was turned in and the specific issue that warrants consideration.

**Extra credit!**

If more than 85% of students complete the student evaluation for this course, I will reward the entire class with a 1-point increase in the individual total grade. For example: if your overall grade averages out to an 89 (a B) and 85% of the whole class fills out the evaluation I award 1 point to your average, giving you a 90 and an A!

## **ASU Policies:**

### **Student Disability Services**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting:

**Dr. Dallas A. Swafford**

Director of Student Disability Services 325-942-2047

[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)

Houston Harte University Center

### **Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct.

Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, you are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

**Michelle Boone, J.D.**

*Director of Title IX Compliance/Title IX Coordinator*

Mayer Administration Building, Room 210

325-942-2022

[michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

**You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).**

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center at 325-942-2173* or the *ASU Crisis Helpline at 325-486-6345*.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

### **Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

### **Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

### **Student Conduct Policies**

**Academic Integrity:** Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

#### **Academic Integrity**

##### **Plagiarism**

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

## Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## General Policies Related to This Course

All students are required to follow the policies and procedures presented in the syllabus and these documents:

[Angelo State University Student Handbook](#)

[Angelo State University Catalog](#)

## Class Schedule (subject to adjustment based on circumstances)

<b>Tuesday, Jan. 18</b>	<i>Course introduction; getting to know each other.</i>
<b>Thursday, Jan. 20</b>	Writing for the media, copyediting and proofreading
<b>Tuesday, Jan. 25</b>	AP Style and Stylebook.
<b>Thursday, Jan. 27</b>	AP Style and Stylebook. Assignment I distributed.
<b>Tuesday, Feb. 1</b>	Basic principles of composition.
<b>Thursday, Feb. 3</b>	Basic principles of composition. <b>Assignment I is due.</b>
<b>Tuesday, Feb. 8</b>	Basic principles of composition.
<b>Thursday, Feb. 10</b>	Basic principles of composition; Assignment II distributed.
<b>Tuesday, Feb. 15</b>	Basic principles of composition.
<b>Thursday, Feb. 17</b>	Grammar and punctuation. <b>Assignment II is due.</b>
<b>Tuesday, Feb. 22</b>	Grammar and punctuation.
<b>Thursday, Feb. 24</b>	Grammar and punctuation.
<b>Tuesday, March 1</b>	Grammar and punctuation. Assignment III distributed.
<b>Thursday, March 3</b>	Grammar and punctuation.
<b>Tuesday, March 8</b>	Grammar and punctuation. <b>Assignment III is due.</b>

<b>Thursday, March 10</b>	Grammar and punctuation. Assignment IV distributed.
<b>Tuesday, March 15</b>	No class. Spring Break.
<b>Thursday, March 17</b>	No class. Spring Break. <b>Assignment IV is due.</b>
<b>Tuesday, March 22</b>	Grammar and punctuation. Assignment V distributed.
<b>Thursday, March 24</b>	Grammar and punctuation.
<b>Tuesday, March 29</b>	Grammar and punctuation. <b>Assignment V is due.</b>
<b>Thursday, March 31</b>	Elements of style Assignment VI distributed.
<b>Tuesday, April 5</b>	Elements of style
<b>Thursday, April 7</b>	Elements of style <b>Assignment VI is due.</b>
<b>Tuesday, April 12</b>	Elements of style Assignment VII distributed.
<b>Thursday, April 14</b>	Elements of style.
<b>Tuesday, April 19</b>	Elements of style <b>Assignment VII is due.</b>
<b>Thursday, April 21</b>	Elements of style Assignment VIII distributed.
<b>Tuesday, April 26</b>	Elements of style
<b>Thursday, April 28</b>	Elements of style <b>Assignment VIII is due.</b>
<b>Tuesday, May 3</b>	Commonly misused words and expressions.
<b>Thursday, May 5</b>	Commonly misused words and expressions.
<b>Tuesday, May 10</b>	Finals' week
<b>Thursday, May 12</b>	Finals' week

**Grade Distribution:**

Class total: 1,000 points

Take-home assignments (8): 125 points x 8 = 1,000 points